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e la 9e à la 12e année

Anglais pour débutants

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Introduction

Le curriculum de l'Ontario, de la 9e à la 12e année – Anglais pour débutants, 1999 sera mis en œuvre à partir de septembre 1999 dans les écoles secondaires de l'Ontario. Le présent document remplace ce qui se rapporte à l'apprentissage de l'anglais pour débutants en 9e année dans *Le programme d'études commun – Politiques et résultats d'apprentissage de la 1re à la 9e année, 1995*, de même que les sections se rapportant à la 10e année dans le programme-cadre *Anglais/English, cycles intermédiaire et supérieur, 1985*.

Les renseignements communs à tous les programmes-cadres sont publiés dans un document complémentaire intitulé *Le curriculum de l'Ontario, 9e et 10e année – Planification des programmes et évaluation, 1999*. Cette publication est postée dans le site Web du ministère de l'Éducation et de la Formation, à l'adresse Internet suivante : *http://www.edu.gov.on.ca*

L'enseignement de l'anglais pour débutants dans les écoles de langue française

Les élèves qui fréquentent les écoles secondaires de langue française de l'Ontario doivent posséder de solides compétences langagières dans les deux langues officielles du Canada. Or certains de ces élèves connaissent peu ou ne connaissent pas l'anglais. Il est donc nécessaire d'offrir un programme d'anglais pour débutants à ces élèves pour leur permettre d'acquérir les connaissances et les compétences langagières nécessaires pour communiquer en anglais.

Connaître deux langues est avantageux pour l'élève : cet apprentissage lui donne non seulement la chance de comprendre et d'utiliser deux langues internationales, mais aussi d'acquérir une plus grande souplesse sur le plan intellectuel. L'élève utilise la langue comme outil de communication, d'analyse, de comparaison et d'ouverture au monde. L'apprentissage d'une seconde langue permet à l'élève de s'affirmer davantage, d'exprimer avec plus de facilité ses idées tout en s'ouvrant aux opinions des autres. La sensibilisation aux différents aspects socioculturels de la langue anglaise viendra enrichir le développement de la pensée et de l'esprit critique chez l'élève et l'amènera à utiliser un langage plus nuancé et plus précis, aussi bien en anglais qu'en français.

L'enseignement de l'anglais se fait dans un contexte d'aménagement linguistique en français. L'élève tirera donc profit de ses connaissances en français pour commencer l'apprentissage de l'anglais, et notamment des stratégies de lecture ou d'écriture déjà acquises. En retour, l'apprentissage de l'anglais renforcera des compétences en langue française puisque l'élève pourra faire des comparaisons et mieux saisir les subtilités propres au français et à l'anglais. En prenant ainsi conscience des différences et des similitudes entre les deux langues, il ou elle apprendra à utiliser chacune de ces langues de façon appropriée.

Le programme-cadre d'anglais pour débutants

Aperçu du programme

Le programme-cadre d'anglais pour débutants des écoles secondaires de langue française de l'Ontario est conçu pour permettre à l'élève qui connaît peu ou qui ne connaît pas l'anglais d'acquérir un niveau de compétence dans la langue anglaise qui lui permettra d'intégrer et de suivre le programme d'English et de s'adapter au contexte ontarien. Le programme d'anglais pour débutants comprend quatre cours soit : APD 1, APD 2, APD 3, APD 4. L'évaluation des connaissances et des compétences de l'élève en langue anglaise lors de son admission à l'école secondaire de langue française permettra de déterminer le cours qu'il ou elle doit suivre.

Prestation du programme

Le programme d'anglais pour débutants peut être offert dans le contexte d'une classe distincte. Dans des situations où le nombre ne le permet pas, l'élève pourrait être intégré dans le cours d'English et recevoir de l'aide individuelle afin d'atteindre les attentes du cours d'APD.

Évaluation de la compétence linguistique, placement et suivi des élèves

L'évaluation. Les conseils scolaires et les écoles doivent mettre sur pied des procédures et des mécanismes d'évaluation des compétences linguistiques de l'élève en anglais. En fonction des résultats de l'évaluation de la compétence linguistique, on pourra identifier le cours qui répond le mieux aux besoins de l'élève et lui proposer un placement initial, soit APD 1, APD 2, APD 3 ou APD 4.

La compétence à l'oral sera évaluée par l'entremise d'une entrevue portant sur la capacité de l'élève à communiquer dans des situations courantes de la vie. Pour évaluer sa compréhension en lecture, on pourrait demander à l'élève de lire une série de courts textes allant du plus facile au plus difficile en tenant compte de ses réalités culturelles ou des concepts qui ne lui sont pas familiers. Enfin, pour évaluer la compétence de l'élève en écriture, on pourrait lui demander d'écrire des mots, des phrases simples ou de courts textes selon son niveau de familiarité avec la langue.

Le placement. Le placement des élèves dans un cours d'anglais pour débutants se fait en fonction de ses connaissances et ses compétences en anglais, indépendamment de son niveau scolaire. On avisera les parents et les élèves qu'il s'agit d'un placement initial et que celui-ci pourrait être revu le cas échéant. Il convient d'informer l'élève et ses parents qu'ils peuvent aussi demander un placement différent de celui recommandé par l'école.

Les cours du programme d'anglais pour débutants, soit APD 1, APD 2, APD 3 ou APD 4, reflètent une progression dans le niveau de difficulté et de complexité des compétences linguistiques (connaissances et habiletés) dans la langue anglaise. À la fin du cours d'APD 4, l'élève pourra intégrer un cours d'English de la dixième année, soit théorique soit appliqué.

Le suivi. Il est important d'assurer un suivi à la suite du placement initial de l'élève. En encourageant l'élève à recueillir des échantillons de ses travaux, on lui permet de prendre conscience de son cheminement, c'est-à-dire des progrès réalisés et des progrès qui restent à faire. On peut le cas échéant suggérer à l'élève un cours qui répond plus à son niveau de compétence.

Obtention du diplôme d'études secondaires

Pour obtenir son diplôme, l'élève doit obtenir un crédit English. Il ou elle peut remplacer le crédit obligatoire English par un crédit d'anglais pour débutants. Tout autre cours d'APD suivi par l'élève comptera comme un crédit optionnel.

Cours et crédits

Le programme-cadre d'anglais pour débutants comprend quatre cours qui représentent différents niveaux de difficulté et de complexité dans l'apprentissage de l'anglais.

Cours	Type	Code	Crédit	Préalable
APD 1	Ouvert	EANAO	1	Aucun
APD 2	Ouvert	EANBO	1	APD 1 ou l'équivalent
APD 3	Ouvert	EANCO	1	APD 2 ou l'équivalent
APD 4	Ouvert	EANDO	1	APD 3 ou l'équivalent

Certains élèves peuvent progresser rapidement dans le programme d'anglais pour débutants. Ils peuvent par exemple satisfaire aux attentes de deux cours d'APD (p. ex., APD 1 et APD 2) dans une période de 110 heures, soit le temps alloué pour un crédit. Dans ce cas, l'élève obtient un crédit pour le cours le plus avancé (p. ex., APD 2). D'autres élèves devront peut-être reprendre une partie du cours ou le cours au complet pour satisfaire à toutes les attentes du cours.

Les cours d'anglais pour débutants peuvent être offerts sous forme de demi-cours valant chacun un demi-crédit. Les demi-cours requièrent un minimum de 55 heures d'enseignement et doivent satisfaire aux conditions suivantes :

- Tout demi-cours doit inclure une gamme d'attentes qui englobent tous les domaines d'étude et qui assurent un équilibre entre les différents domaines.
- Un cours dont la réussite est préalable à un autre cours peut être offert sous la forme de demi-cours, mais l'élève doit réussir les deux demi-cours exigés.
- Le titre de chaque demi-cours doit préciser «Partie 1» ou «Partie 2», selon le cas. La reconnaissance d'un demi-crédit (0,5) sera inscrite dans la colonne de la valeur en crédit du bulletin scolaire et du relevé de notes de l'Ontario. Les élèves n'ont pas à terminer les parties 1 et 2 si le cours en question ne constitue pas un préalable.

La possibilité pour l'élève de suivre tous les cours d'anglais pour débutants ou de ne suivre qu'un demi-cours sera déterminée en fonction de sa facilité à apprendre la langue anglaise. L'élève peut intégrer un cours d'English au niveau de la dixième année après avoir réussi le cours APD 4. L'élève décidera alors s'il convient mieux de suivre le cours théorique ou appliqué en fonction de ses intérêts, de ses forces, de ses besoins et de l'évaluation de son rendement. Pour faire ce choix, l'élève bénéficiera des conseils de ses parents ou tuteurs, de ses enseignants et enseignantes et du conseiller ou de la conseillère en orientation.

Pour les élèves en difficulté, le choix de cours doit aussi tenir compte du programme d'enseignement individualisé (PEI). Il est essentiel que l'école offre aux élèves qui suivent des cours d'anglais pour débutants des services complémentaires connexes.

Stratégies d'enseignement et d'apprentissage

Les enseignants et enseignantes des cours d'anglais pour débutants planifient leur programmation à partir des attentes et des contenus d'apprentissage qui sont élaborés dans le programme-cadre d'anglais pour débutants.

Dans les deux premiers cours d'anglais pour débutants, l'enseignant ou enseignante accorde la priorité à la communication orale. Il est essentiel que l'élève développe l'écoute et l'expression orale avant d'entreprendre l'apprentissage des compétences qui se rattachent aux domaines de la lecture et de l'écriture. Même si l'interdépendance entre la communication orale, la lecture et l'écriture est indéniable, on doit néanmoins considérer la communication orale comme le point de départ.

L'enseignant ou l'enseignante doit accorder une importance particulière au développement du vocabulaire et d'un répertoire d'expressions qui permettent à l'élève de comprendre la communication sous toutes ses formes. On pourra, entre autres, organiser des activités d'apprentissage permettant à l'élève d'engager une communication authentique basée sur ses intérêts et ses connaissances antérieures. Les activités de lecture et d'écriture choisies aideront l'élève à s'ouvrir à de nouvelles idées et à partager ses connaissances. Les sujets à l'étude et les activités d'apprentissage doivent aussi être adaptés à l'âge des élèves et à leur degré de maturité.

Attentes et contenus d'apprentissage

Les attentes et les contenus d'apprentissage définissent, pour la fin de chaque cours, les connaissances et les compétences que les élèves doivent acquérir et démontrer dans leur travail de classe, lors de présentations, dans les tests et lors d'activités qui servent à évaluer leur rendement.

Des attentes et des contenus d'apprentissage correspondent à chaque domaine du programme-cadre. Les *attentes* décrivent, de façon générale, les connaissances et les compétences dont les élèves doivent démontrer l'acquisition à la fin de chaque cours. Les *contenus d'apprentissage* définissent ces connaissances et compétences plus en détail.

Les contenus d'apprentissage sont répartis en plusieurs rubriques. Cette répartition ne constitue pas un cloisonnement des contenus d'apprentissage en plusieurs catégories distinctes. Elle a simplement pour objet d'aider l'enseignante ou l'enseignant à mieux cibler son enseignement et à planifier les activités d'apprentissage proposées aux élèves.

Plusieurs des contenus d'apprentissage proposent des exemples entre parenthèses. Ces exemples illustrent la portée de l'apprentissage ou le degré de complexité recherché. Il ne faut pas les considérer comme des listes exhaustives ou obligatoires des notions proposées. Ces exemples ne sont donnés que pour guider le personnel enseignant et lui donner une idée plus précise de la signification d'un contenu d'apprentissage.

Domaines d'étude

Les cours d'anglais pour débutants sont divisés en quatre domaines soit: *Oral Communication, Reading, Writing, Social Skills and Cultural Awareness.* Dans chaque domaine, on retrouve des attentes et des contenus d'apprentissage.

Dans le domaine *Oral Communication*, le programme vise à développer chez l'élève une compétence langagière au niveau de l'écoute, de l'expression orale et de l'exploration de produits médiatiques. Les cours APD 1 et APD 2 accordent une plus grande importance au développement de l'écoute et de l'expression orale que les cours APD 3 et APD 4. L'élève apprend à communiquer avec clarté et aisance en anglais tout en utilisant un vocabulaire juste et approprié dans différents contextes, en salle de classe et en milieu communautaire.

Dans le domaine *Reading*, on mise sur la compréhension de textes, sur l'enrichissement du vocabulaire de l'élève et sur la prononciation adéquate des nouveaux mots qu'il ou elle aura appris. Le programme vise aussi à amener l'élève à réfléchir de façon critique à la lumière de ses lectures, de ses connaissances et de ses expériences de vie. Un choix judicieux de textes littéraires canadiens et d'ouvrages reflétant une certaine diversité sur le plan culturel permettront à l'élève d'apprécier davantage les cultures anglophones du Canada et d'ailleurs.

Dans le domaine *Writing*, l'élève doit pouvoir rédiger une variété de textes en respectant la majorité des conventions prescrites dans le programme d'anglais pour débutants. Les compétences développées en communication orale et en lecture permettront à l'élève de mieux comprendre et d'appliquer les conventions linguistiques à l'écrit. On tiendra compte de la présentation visuelle des productions écrites de l'élève et de sa capacité à s'exprimer par écrit.

Dans le domaine *Social Skills and Cultural Awareness*, le programme vise à faciliter l'intégration de l'élève au milieu anglophone à l'extérieur de l'école. Le développement de compétences sociales en anglais et la sensibilisation à plusieurs cultures anglophones du Canada et d'ailleurs permettront à l'élève de s'insérer plus facilement dans les activités proposées dans le cadre du cours d'anglais pour débutants, aussi bien au niveau des discussions qu'au niveau du travail de groupe.

Anglais pour débutants 1 (EANAO)

This course initiates the non-English-speaking student into the English language and a new cultural environment. The course focuses on four communication skills: listening, speaking, reading, and writing. Students will acquire basic communication skills and a basic vocabulary, read simple texts, and develop the ability to use simple sentence and paragraph structures in response journals and personal experience stories. Activities include discussions, presentations, group and individual work, and sharing stories about personal experiences.

Oral Communication

Overall Expectations

By the end of APD1, students will:

- demonstrate an understanding of basic oral communications in English by providing oral responses in English in different contexts (e.g., group work, class discussions, responding to teacher's instructions);
- use functional English in classroom and everyday situations;
- communicate their needs or seek information in English;
- participate in discussions on familiar topics or situations;
- demonstrate some understanding of the pronunciation and other mechanics of spoken English (e.g., articulation, inflection, intonation, pitch, projection).

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will develop their ability to understand spoken English and to express themselves with some degree of confidence and clarity by hearing and speaking English as it is used in a variety of academic and everyday settings.

By the end of APD1, students will:

Listening

- acquire basic vocabulary and expressions by listening to a variety of oral communications;
- extract information from a variety of live and recorded material and make predictions about possible outcomes;
- respond to oral statements and questions about familiar topics;
- follow basic instructions and directions;
- demonstrate some awareness of simple North American idioms and their meanings;
- recognize sound patterns and simple sentence structures;
- discriminate among blends, digraphs, and vowels;
- demonstrate proper pronunciation after listening to stories read or on tape;
- demonstrate understanding of the role that mechanics (e.g., articulation, intonation, pitch, projection) play in conveying meaning in spoken language;

Speaking

- use English to function in some everyday situations (e.g., looking for information, asking for assistance, and making requests, in person or by telephone), integrating simple idiomatic expressions (e.g. *taking a break*, *taking off*) into their conversations;
- respond to questions, give an opinion, and ask questions to clarify meaning;
- recognize questions and construct acceptable responses in class, using basic conversational conventions (e.g., *may I*, *excuse me*, *please*);
- participate in group discussions on familiar topics;
- use correct articulation and pronunciation with familiar English vocabulary;

- use basic vocabulary acquired through various listening, reading, and writing activities in their own oral communications;
- read aloud their written work, such as personal experience stories, paying attention to content and the mechanics of spoken language (e.g., pronunciation, articulation, inflection, intonation, pitch, projection);

Communication Skills

- select from a range of word choices and use simple sentence patterns to communicate ideas and information;
- use specific terms (i.e., avoid general terms such as *be*, *have*, *thing*) when participating in discussions and making oral presentations;
- use correct word order in simple declarative and interrogative sentences;
- use simple connecting words (e.g., coordinate conjunctions such as *and*, *but*, *or*) to link ideas in speech;
- correctly use the three main verb tenses (present, past, and future);
- organize ideas and plan a short oral presentation dealing with topics of personal interest;
- revise material before making an oral presentation and practise articulating and pronouncing words and expressions;
- adjust inflection to achieve the desired effect (e.g., raise voice at the end of a sentence when asking a question);
- use proper articulation, projection, and pitch in oral presentations;

Media Communication Skills

- understand the main idea or message in selected ads, television shows, and other media works that depict elements (e.g., values, attitudes, traditions) of Canadian and American cultures;
- identify basic elements of media texts (e.g., size of print, column layout) that enhance the communication of messages;
- use basic terminology (e.g., headline, font) when discussing visual elements of print and electronic media.

Reading

Overall Expectations

By the end of APD1, students will:

- identify and read simple texts (e.g., acrostic, rhyming, haiku poems; classified ads; stories) in print and electronic form;
- read personal experience stories developed individually or in a group with confidence and comprehension;
- use a variety of reading strategies to comprehend reading material, and demonstrate their comprehension by stating the main ideas in the material;
- explain their responses to various reading materials (e.g., age-appropriate texts with basic vocabulary), integrating words and expressions from their readings into their vocabulary;
- read simple English aloud, pronouncing clearly and varying intonation to create the desired effect.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will develop their ability to read and understand English texts using different strategies, acquire basic vocabulary, pronounce familiar vocabulary correctly, and respond critically and constructively to reading material.

By the end of APD1, students will:

Reading Comprehension

- read various texts at an appropriate level of difficulty (e.g., simple messages, poems, stories), demonstrating the ability to understand content;
- read personal experience stories developed by small groups or the whole group;
- follow the text of stories being read or on tape, demonstrating comprehension of new vocabulary and simple written texts;
- follow simple written instructions (e.g., fill in the blanks, circle the correct answers, read simple recipes, understand easy technical directions);
- answer simple comprehension questions;
- gather information from reading material on a subject of interest to share with peers;
- adopt different strategies (e.g., reading ahead, rereading) and use knowledge of their first language to comprehend meaning;
- use textual cues (e.g., titles, pictures, headings, illustrations, captions; paragraphs as units of meaning) to construct and confirm meaning;
- use syntactic, semantic, and graphemic cues (e.g., word order, some punctuation marks, basic sight words, letter clusters) to construct the meaning of words in context;
- use knowledge of word order in spoken English (e.g., *the doctor's patient* shows possession) to understand written material;
- locate the following parts of speech in context: nouns, pronouns, verbs, articles, and adjectives;
- interpret reading material in terms of personal experiences;

Vocabulary Acquisition and Pronunciation

- recognize the Roman alphabet and its sounds;
- use knowledge of commonalities in word families to increase vocabulary in a variety of contexts;
- develop a bank of sight words from personal experience stories;
- use familiar vocabulary and context to determine the meaning of new words;
- explore a variety of sources (e.g., visual and bilingual dictionaries, other people) to acquire new vocabulary;
- use patterns of word structure to determine pronunciation (e.g., *and* as in *hand* and *command*);
- identify and pronounce sounds particular to English (e.g., *th* as pronounced in *they* and *that; ough* as pronounced in *rough*, *through*, and *doughnut*);
- participate regularly in choral and small group readings;
- read aloud, demonstrating proper articulation, intonation, projection, and pronunciation;

Critical Thinking and Response

- identify the main ideas in simple literary and informational texts;
- identify details and sequences to understand, and discuss the meaning of, stories;
- make connections between texts, prior knowledge, and personal experiences;
- demonstrate the ability to comprehend a wide range of written material at the appropriate level of difficulty for a wide range of purposes (e.g., to acquire new vocabulary; to obtain information; to give an opinion; to gain new perspectives on people, places, and cultures; to predict outcomes of stories; to express feelings; to question ideas; to discover new interests);
- articulate their opinions by identifying and comparing ideas from a variety of written material.

Writing

Overall Expectations

By the end of APD1, students will:

- use English vocabulary acquired in real and familiar contexts and through classroom activities for written expression (e.g., in response journals, personal experience stories);
- write simple declarative and interrogative sentences, making correct use of statements and questions;
- describe personal experiences in stories, using short sentences and paragraphs and focusing on content and presentation of material;
- correctly use the conventions of the English language (e.g., spelling, grammar, punctuation) specified for this level;
- apply computer skills to enhance and produce final drafts of personal experience stories.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will develop their ability to use some language conventions, correctly spell words appropriate for their level, and use visual aids and techniques to present written material effectively.

By the end of APD1, students will:

Forms and Techniques

- record events, observations, feelings, and opinions in a response journal;
- write personal experience stories in collaboration with others and read them to the group;
- write personal experience stories individually;
- write various forms of texts based on models provided (e.g., letters, personal experience stories);
- write simple sentences;
- use declarative and interrogative sentences in the affirmative and negative forms;
- develop paragraph skills (e.g., the ability to write a topic sentence, supporting details, and a concluding sentence);
- arrange ideas and information in a logical sequence;
- revise and proofread written material using a variety of resources (e.g., dictionaries, electronic spell-check programs, help from teacher and peers);
- use vocabulary (bank of sight words) acquired from the collaborative writing of personal experience stories and from reading material (e.g., teacher-guided and own selections);

Use of Conventions

- correctly use periods and question marks as end punctuation;
- apply conventions of basic capitalization (e.g., capital letters for days, months, places, people) and punctuation (e.g., commas in series, apostrophes in contractions);

- recognize and use consonants (hard and soft) and consonant blends:
  - hard, soft *c* (e.g., *car/cinema*) and *g* (e.g., *give/geography*)
  - *y* as a consonant (e.g., *yes*)
  - silent letters (e.g., *know*, *write*)
  - consonant blends (e.g., *br, fr, pl*)
  - consonant digraphs (e.g., *ch, sh, gh=f* as in *laugh*);
- identify and use vowels:
  - long and short (e.g., *bite/fix*)
  - *y* as a vowel (e.g., *try*)
  - *r*-controlled vowels (*ar, er, ir, or, ur*)
  - vowel digraphs (e.g., *read/read*);
- demonstrate knowledge of the following parts of speech: common and proper nouns, personal and interrogative pronouns, articles, adjectives, and verbs;
- recognize the grammatical function of nouns and pronouns as subjects;
- use proper noun-pronoun agreement (person, number, and gender) and subject-verb agreement;
- correctly use the following verb tenses in the indicative mode: present, past, and future for the most common regular verbs and the irregular verbs *to be* and *to have*;

Spelling

- spell familiar words, using a variety of strategies (e.g. visual memory, sound-symbol relationships, knowledge of spelling in first language) and resources (e.g., visual and bilingual dictionaries, electronic spell-check programs, help from peers);
- correctly spell words identified by the teacher;
- predict the spelling of unfamiliar words, using various strategies (e.g., structural analysis, syllabication);
- confirm the spelling of unfamiliar words, using various resources (dictionaries, personal spelling lists);

Visual Presentation

- choose the format that is appropriate for the purpose of writing (e.g., letters, personal experience stories);
- accurately use a variety of organizers (e.g., headings, titles, graphics) when writing a research report or preparing a special presentation;
- use underlining and colour and vary size of print for emphasis;
- select visual material (e.g., draw or select pictures or posters) to complement a written assignment on a topic of personal interest.

Social Skills and Cultural Awareness

Overall Expectations

By the end of APD1, students will:

- demonstrate adaptation to their new environment;
- demonstrate some knowledge and appreciation of anglophone cultures in Canada.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will adjust to their new environment, demonstrate an ability to interact with others, and develop some understanding of anglophone cultures in Canada.

By the end of APD1, students will:

Social Skills

- use English in a variety of daily-life situations;
- identify some services available in the community (e.g., library, community centre, youth club);
- identify the status of English in Franco-Ontarian schools and their new environment;
- demonstrate an awareness of classroom routines, teacher expectations, and common courtesies of group work;
- select and use socially appropriate language and conversational gambits (e.g., interrupters, fillers, closers);

Cultural Awareness

- demonstrate respect for anglophone cultures and English-language literature;
- demonstrate an understanding of and respect for cultural differences in oral expression (e.g., body language, eye contact);
- provide basic information about contemporary anglophone Canadian cultures;
- communicate information through individual presentations about the influence of the English language on their own lives;
- identify similarities and differences between anglophone Canadian and other anglophone cultures as portrayed in the media (e.g., television, movies, advertisements, magazines).

Anglais pour débutants 2 (EANBO)

This course expands students' basic English communication skills and cultural knowledge. It focuses on oral communication, reading for different purposes, vocabulary development, and various forms of writing, such as narrative and descriptive paragraphs, poems, journal writing, book-cover copy, and advertisements. Activities include group discussions, oral presentations, teacher-guided and independent reading of simple literary and informational texts, and the use of some technological resources.

Oral Communication

Overall Expectations

By the end of APD2, students will:

- demonstrate an understanding of spoken English used in familiar contexts and daily activities;
- demonstrate some ability to listen in different ways for different purposes (e.g., for pleasure and relaxation, to seek information, for critical reflection);
- communicate messages for specific purposes and to specific audiences in a variety of forms (e.g., rhyming and acrostic poems, classified ads, book-cover copy);
- use simple sentences and vocabulary acquired through class discussions and readings for oral expression;
- correctly use mechanics of spoken English (e.g., pronunciation, articulation, inflection, intonation, projection).

Specific Expectations

To meet the overall expectations, students must acquire the knowledge, skills, and attitudes described in the specific expectations set out below. Students will demonstrate a greater ability than in APD1 to understand spoken English and to express themselves with confidence and clarity, by hearing and speaking English in a variety of contexts.

By the end of APD2, students will:

Listening

- acquire new vocabulary and expressions by listening to a variety of oral communications;
- participate in discussions in various contexts (e.g., with a guest speaker, in a small group, in a large group), demonstrating their understanding of others' oral communications;
- reproduce (i.e., summarize, paraphrase) the essence of a message and other texts;
- demonstrate the ability to follow instructions;
- make an accurate written record of verbal instructions and messages;
- imitate models of correct pronunciation and intonation;
- recognize and identify the role of conversational gambits (e.g., interrupters, fillers, and closers);
- identify and use basic literary/stylistic devices (e.g., rhyme, alliteration);
- demonstrate an understanding of different levels of language (e.g., slang as opposed to standard English usage), and relate language use to various contexts (e.g., school, work, everyday situations);
- express opinions about familiar topics and offer constructive criticism on peers' presentations;

Speaking

- use English to function in everyday situations (e.g., seeking and obtaining information, making telephone calls, giving directions and instructions, responding to simple requests in person and by telephone);
- respond to comprehension questions;
- speak with greater fluency than in APD1 and use correct pronunciation and articulation;

- identify and discuss important compositional elements in a story (e.g., plot, character, setting, theme) and describe the physical and personality traits of some characters;
- express opinions on a variety of topics (e.g., from stories, classified ads, newspaper and magazine articles, various kinds of poems), linking the topics to personal experiences;
- use new vocabulary acquired through readings and discussions for a variety of purposes (e.g., to give an opinion, to exchange relevant information, to find answers, to question ideas);
- distinguish between and make appropriate use of different levels of language in speech (e.g., formal, informal, colloquial);
- read aloud written work such as narrative and descriptive paragraphs, poems (e.g., rhyming, acrostic, haiku), classified ads, book covers, and journal responses;

Communication Skills

- select from a range of word choices and use a variety of sentence structures to communicate ideas, information, and opinions;
- use a range of connecting words such as coordinate conjunctions (e.g., *and, but, or, for, yet*), conjunctive adverbs (e.g., *moreover, however*), and some subordinating conjunctions (e.g., *because, if, after*) to organize and clarify ideas in speech;
- correctly use the three main verb tenses (present, past, and future) and some progressive tenses in discussions and presentations;
- prepare an oral presentation that involves reading different kinds of poems (e.g., rhyming, acrostic, haiku) that deal with a specific theme;
- revise and rehearse material before making an oral presentation, focusing on correct articulation and pronunciation and varying intonation to achieve the desired effect;
- use proper pitch and projection in oral presentations;

Media Communication Skills

- identify the various characteristics of media works and the categories of works typical of a particular medium (e.g., television: news, drama, entertainment; film: romantic comedy, action; magazines: articles, letters to the editor; the Internet: the World Wide Web, e-mail);
- describe the intended impact of various ads on readers, using different sources (e.g., magazines, newspapers);
- use various resources (e.g., magazines, audio recorder, camera) to produce simple media works (e.g., design a book cover, create a television advertisement promoting a product or a story);
- experiment with some simple electronic tools to produce a classified ad (e.g., use the cut-and-paste function of a software program to insert a photo).

Reading

Overall Expectations

By the end of APD2, students will:

- select and read simple literary texts (e.g., stories, plays) and informational texts (e.g., newspaper and magazine articles) for a variety of purposes (e.g., to extract information, to acquire new vocabulary);
- demonstrate the ability to determine the meaning of unfamiliar texts and vocabulary, using various strategies (e.g., context, textual cues, prediction, and word analysis);
- extract information from advertisements and newspaper and magazine articles within an appropriate range of vocabulary and experience, and assess the potential impact of this information on readers;
- read English aloud with more confidence and greater fluency than in APD1, varying pitch and projection to create the desired impact.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will continue to develop their ability to read and understand English texts using more sophisticated strategies than in APD1, expand their vocabulary, pronounce familiar and unfamiliar vocabulary correctly, and respond critically and constructively to reading material.

By the end of APD2, students will:

Reading Comprehension

- read a variety of texts at an appropriate level of difficulty (e.g., newspaper and magazine articles, advertisements, poems, stories), demonstrating a greater ability than in APD1 to understand content and interpret meaning;
- adopt different comprehension strategies (e.g., ask questions, read ahead, adjust reading rate, reread) to confirm understanding;
- use textual cues such as the structures and elements of specific genres (e.g., newspaper and magazine articles, advertisements, poems, stories) to construct and confirm meaning and to interpret texts;
- use syntactic, semantic, and graphemic cues (e.g., word order; punctuation: periods, question marks, quotation marks; frequently occurring sight words; structural elements: prefixes, suffixes, compound words, contractions, singular and plural words) to construct and confirm the meaning of words in context;
- use advanced reading strategies (e.g., determine the purpose of reading a particular work, make predictions, draw conclusions, build on experience with previous texts and knowledge of first language) to comprehend meaning;
- locate and interpret information using various textual cues (e.g., illustrations, diagrams, tables of contents);
- extract information from advertisements, pictures, and newspaper and magazine articles to verify and extend understanding;

- follow the text of stories being read or on tape, demonstrating comprehension of new vocabulary and the meaning of the texts and predicting outcomes;
- identify the following parts of speech in context: nouns, pronouns, verbs, articles, adjectives, and adverbs;
- recognize literary/stylistic devices (e.g., simile, metaphor, personification) in written material;
- identify words that suggest mental images and create mood in poems and advertisements;
- identify examples of onomatopoeia in poems (e.g., *swish*);
- discuss the issues raised in texts read in terms of personal experience and knowledge;

Vocabulary Acquisition and Pronunciation

- use familiar vocabulary and knowledge of their first language to determine the meaning of new words;
- build a bank of sight words, using teacher-guided and independent readings as sources;
- expand knowledge of words and word relationships, including synonyms, antonyms, and homonyms, using different sources (e.g., print and electronic dictionaries, thesauri, help from teacher and peers);
- use common patterns of word structure and syllabication to determine pronunciation (e.g., *compassion*, *depression*, *succession*);
- identify and use word roots to determine the pronunciation and meaning of unfamiliar words (e.g., *friends/friendship*; *real/realistic*), both in and out of context;
- read aloud with more confidence and greater fluency than in APD1, focusing on proper intonation, correct and clear pronunciation, and appropriate volume;

Critical Thinking and Response

- identify the sequence of events in literary texts (e.g., stories, poems) and media texts (e.g., articles, advertisements), the time and place in which they occur, and the roles of the main characters;
- select ideas from and make observations about their readings to develop their own thinking and understanding (e.g., compare personal viewpoints, appraise new ideas);
- adapt reading strategy to purpose for reading (e.g., to seek information, to derive enjoyment, to respond critically);
- communicate their opinions of ideas presented in reading material (e.g., the ideas have caused them to reflect on prior knowledge and experiences or to seek answers).

Writing

Overall Expectations

By the end of APD2, students will:

- produce written material such as narrative and descriptive paragraphs, poems (e.g., rhyming, acrostic, haiku), journal writing, book-cover copy, and classified ads, following models provided;
- use simple and compound sentences in journal responses to reading material, media presentations, and classroom discussions;
- write declarative, interrogative, exclamatory, and imperative sentences to express their thoughts and ideas;
- demonstrate understanding of classroom discussions, selected media works, and reading material about personally relevant topics (e.g., adaptation to school life, personal experiences, Canadian culture) through various forms of writing (e.g., response journals, assigned paragraphs);
- demonstrate some knowledge of the conventions (e.g., spelling, grammar, and punctuation) of English and of certain syntactical relationships (e.g., correct word order in English);
- apply computer skills to enhance and produce final drafts of classified ads and book covers.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will use more language conventions than in APD1, correctly spell words suited to their level, and integrate visual material into their writing to present it more effectively.

By the end of APD2, students will:

Forms and Techniques

- respond (e.g., by writing in a response journal) to issues raised in discussions, reading material, personal experiences, and oral presentations;
- write responses to literature (e.g., comment on setting or theme in poems and stories);
- write texts based on models provided (e.g., narrative and descriptive paragraphs, poems, book-cover copy, and classified ads);
- write compound sentences;
- use declarative, interrogative, exclamatory, and imperative sentences in the affirmative and negative forms;
- use connecting words (e.g., *and, then, but, first*) to link ideas in sentences and in paragraphs;
- refine paragraph skills (e.g., the ability to write topic sentences or to combine sentences) and apply these skills to the writing of narrative and descriptive paragraphs;
- identify examples of literary/stylistic devices that create repeated sounds in poems (e.g., rhymes, alliteration) and use them in the creation of original poems (e.g., haiku, rhyming poem);
- revise written material using a variety of resources (e.g., dictionaries, electronic spell-check programs, teacher and peer feedback, thesauri);

- adapt models from reading experiences to enhance own written texts, using appropriate organizational patterns (e.g., stanzas, chronological order, appropriate paragraphing);

Use of Conventions

- correctly use periods, question marks, and exclamation marks as end punctuation;
- know and apply capitalization and punctuation conventions (e.g., in titles, salutations, addresses, appositives, contractions, abbreviations; commas in compound sentences);
- demonstrate knowledge of the following parts of speech: common, proper, and collective nouns; personal, interrogative, and demonstrative pronouns; verbs; articles; adjectives; adverbs;
- identify and use collective nouns appropriately (e.g., *class, group, flock*);
- identify and use personal pronouns in their three forms: nominative, possessive, objective (*I, mine, me*);
- select and use a variety of descriptive adjectives and simple adverbs (e.g., *slowly, quietly*) to convey meaning;
- recognize simple and compound subjects and verbs in sentences;
- use proper subject-verb agreement with collective nouns;
- correctly use the following verb tenses in the indicative mode: present, past, and future for the most common regular and irregular verbs;
- demonstrate some knowledge of verbs in the progressive mode to facilitate expression;

Spelling

- spell familiar words, using a variety of strategies (e.g., visual memory, sound-symbol relationships, knowledge of first language) and resources (e.g., help from teacher and peers);
- correctly spell words identified by the teacher;
- predict the spelling of unfamiliar words, using various strategies (e.g., knowledge of common letter patterns, root words, meaning);
- confirm the spelling of unfamiliar words, using various resources (dictionaries, thesauri);

Visual Presentation

- choose the format that is appropriate for the purpose of writing (e.g., narrative and descriptive paragraphs, poems, book-cover copy, classified ads);
- use a variety of software design features (e.g., spacing, graphics, titles, subheadings) to produce a classified ad and book-cover copy;
- use bolding or underlining to highlight titles and subtitles, and italics or underlining to emphasize key words;
- integrate media materials (e.g., photos, computer graphics) into writing to enhance presentation.

Social Skills and Cultural Awareness

Overall Expectations

By the end of APD2, students will:

- demonstrate social competence in a wide range of classroom situations;
- identify some of their own customs, values, traditions, and attitudes that are similar to and different from those of anglophone Canadians.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will continue to adjust to their school and community, demonstrate their ability to interact with others, and increase their understanding of anglophone Canadian cultures.

By the end of APD2, students will:

Social Skills

- use English appropriately in communicating with others;
- identify and use various community resources and services (e.g., libraries, cultural centres) for a variety of reasons (e.g., activities, contests, peer tutoring);
- describe the importance of the English language in their community (e.g., for postsecondary requirements, career opportunities);
- demonstrate the ability to use social skills (e.g., common courtesy) in a variety of contexts (e.g., contributing to group work, interacting with other students, establishing contacts in the community);
- select and use appropriate levels of language according to purpose and audience;

Cultural Awareness

- demonstrate respect for and understanding of aspects of anglophone Canadian cultures, including literature and everyday cultural practices;
- describe customs, values, and traditions of anglophone Canadian cultures in their own community;
- compare, in an oral or written presentation, aspects of their own culture (e.g., family structures, gender roles, importance of education and religion) with those of anglophone Canadian cultures;
- explore various media sources to learn about anglophone Canadian cultures and other anglophone cultures, and describe their personal perspectives of cultural representations in the media (e.g., are they fair and accurate or stereotypes?).

Anglais pour débutants 3 (EANCO)

This course enables students to understand and communicate in English with greater confidence, to become more independent readers and writers, and to develop their reasoning and critical-thinking skills. Students will read literary, informational, and media texts; write friendly and business letters, reports, advice columns, narrative and expository texts, and critiques; and listen to and make oral presentations. Activities include reading texts as a basis for discussion, communicating ideas in writing for a variety of purposes, and presenting reports that combine print and visuals.

Oral Communication

Overall Expectations

By the end of APD3, students will:

- demonstrate an understanding of English spoken in different contexts and for a variety of purposes (e.g., to acquire new vocabulary, to gain greater insight into a topic, to share ideas);
- participate in discussions by responding to specific questions, asking questions, and summarizing ideas;
- communicate for specific purposes and to specific audiences in a variety of forms (e.g., friendly letter, business letter, advice column, report, narrative and expository texts, critiques);
- use a variety of sentences, vocabulary, and expressions acquired through listening and reading activities;
- identify different levels of formality in spoken English and use language appropriately according to purpose, audience, and context.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will demonstrate active listening skills during discussions and presentations and communicate effectively in English in a variety of contexts.

By the end of APD3, students will:

Listening

- acquire new vocabulary and expressions by listening to a variety of oral communications;
- demonstrate the ability to extract information from a variety of spoken material (live and recorded, with or without visual enhancements), to make inferences and predictions based on the material and to determine the speaker's intent;
- demonstrate the ability to acquire information from, and gain greater insight into, topics discussed or presented in class or listened to on tape;
- identify important ideas in messages, oral presentations, discussions, and texts being read or on tape;
- recall and follow complex instructions to complete various tasks (e.g., to prepare a report);
- take notes from extensive presentations and explanations by teachers and peers;
- express opinions about the topics presented in different forms of oral communication (e.g., presentations by teachers, guests, and peers; media work such as commercials and news reports; readings of narrative and expository texts; critiques);

Speaking

- correctly use English for different purposes (e.g., narration, description, explanation, persuasion, questioning, reporting, expression of opinion) in various contexts (e.g., discussions, presentations, questioning guest speakers);
- demonstrate the ability to respond appropriately to statements, questions, instructions, and situations (e.g., respect conversational conventions, wait for one's turn to speak, use language appropriate to the discussion);

- participate in a variety of activities (e.g., readings, presentations, role playing, interviews, short skits) to increase confidence and achieve greater fluency;
- confirm understanding of different forms of oral communication (e.g., speech, presentation, message, report) by asking for clarification and reformulating main ideas in own words (e.g., *If I understand correctly, what you're saying is...*; *Let me rephrase that*);
- express ideas about topics and issues under discussion in terms of personal experience and knowledge;
- use vocabulary (including idioms), newly acquired through listening and reading activities, in a variety of contexts (e.g., responding to questions, offering suggestions, defending one's point of view, making an oral presentation);
- adapt vocabulary and level of language (e.g., formal, informal) to different forms of oral expression (e.g., introducing speakers, confirming appointments, interacting with peers);
- effectively use either formal or informal speech to deal with specific situations and to fulfil different purposes (e.g., speaking in public, resolving conflicts, negotiating);
- read aloud a variety of written work (e.g., friendly and business letters, advice columns, reports, narrative and expository text);

Communication Skills

- use connecting words (e.g., *first*, *second*, *third*, *hence*, *nevertheless*) to facilitate orderly presentation of ideas and to enhance clarity;
- use the three main verb tenses (present, past, and future) in the indicative and progressive modes and integrate some perfect tenses into discussions and presentations;
- prepare an oral presentation (e.g., a reading of an expository text, a research report on a topic of personal interest), focusing on content and style of presentation (e.g., appropriate gestures, intonation);
- integrate models of presentation techniques acquired from listening activities and oral presentations (e.g., news reports, readings of narrative and expository texts) into their own work and use them as a basis for offering others constructive criticism;
- use non-verbal cues (eye contact, physical stance, actions) and verbal cues (tone of voice, pace) to achieve the desired effect (e.g., being animated when telling a joke, serious when giving a report);
- vary verbal and non-verbal cues according to purpose, audience, and context;
- use appealing visual aids (e.g., chart, graph, illustration) to reinforce main ideas in presentations;

Media Communication Skills

- evaluate the content of media works in terms of personal experience (e.g., distinguishing between news reports and opinion pieces);
- analyse and produce a variety of simple media works (e.g., interview, brief dramatic presentation);
- use audio and/or video equipment to produce a news report.

Reading

Overall Expectations

By the end of APD3, students will:

- read literary and informational texts for a variety of purposes (e.g., for personal interest, to acquire new vocabulary and new perspectives);
- identify the defining characteristics of English texts in print and electronic form (e.g., stories, plays, advice columns, letters, reports);
- demonstrate greater confidence and understanding than in APD2 in reading literary texts that reflect their cultural and experiential background and that are suited to their age and interests;
- locate information, using a variety of reading strategies;
- demonstrate the ability to respond critically to ideas arising from reading material (e.g., select relevant information, explain their responses, suggest alternatives).

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will demonstrate greater reading comprehension than in APD2, use familiar and context vocabulary to understand new words, read aloud using correct intonation and pronunciation, and respond critically and constructively to reading materials for study and personal enjoyment.

By the end of APD3, students will:

Reading Comprehension

- read a variety of texts (e.g., personal narratives, stories, plays) to gain new perspectives on people and places;
- identify basic compositional elements of fiction (e.g., plot, character, setting, theme);
- choose and use appropriate reading strategies for the purpose of reading (e.g., scan for specific details, skim for main ideas);
- apply comprehension strategies to gain insight into a topic (e.g., identify in their own words main ideas and supporting details, assess meaning, ask questions);
- extract and organize main ideas and supporting details used in expository writing and different types of letters;
- use textual cues such as organizational patterns (e.g., in narrative and expository texts, advice columns, letters, reports) to interpret texts;
- express ideas and opinions (e.g., in journals, group discussions) in response to various literary and informational texts;
- compare personal challenges and experiences with those of individuals described in literary and informational texts;
- identify all parts of speech in context (i.e., noun, pronoun, verb, article, adjective, adverb, preposition, conjunction, interjection);
- analyse word choice and sentence structure;
- identify literary/stylistic devices (e.g., flashback, foreshadowing) in written material;

Vocabulary Acquisition and Pronunciation

- use knowledge of word families and experience with their first language to determine the meaning of unfamiliar words;

- apply knowledge of word patterns (e.g., roots, prefixes, suffixes) in a variety of contexts to determine the meaning of unfamiliar words;
- expand their bank of sight words, using teacher-selected and independent readings as sources;
- identify commonly used idioms and integrate them into discussions and presentations;
- expand vocabulary-building strategies (e.g., using common prefixes and suffixes, word roots, antonyms, and synonyms; and using thesauri, print and electronic dictionaries, and help from peers);
- read aloud, using correct pronunciation and varying intonation, pace, and volume to create the desired effect;

Critical Thinking and Response

- interpret meaning of various texts in terms of personal experience and prior knowledge;
- identify the author's intent and message in various written materials and discuss reactions to the author's ideas;
- demonstrate the ability to ask specific and focused questions for elaboration and clarification (e.g., to identify theme, understand characters, recognize main events in plot development);
- interpret the choices and motives of characters in literary texts in terms of own experience and cultural background;
- discuss and justify own appreciation of texts in terms of prior knowledge and experience;
- identify figures of speech (e.g., similes, metaphors, personification) and symbols and discuss their use in literary and informational texts;
- identify descriptive language and figures of speech in print and media texts and explain how the choice of words contributes to the total effect;
- predict the outcome of events in literary and informational texts by examining literary/stylistic devices (e.g., character development, flashback, foreshadowing);
- use research skills to locate and select relevant information for teacher-guided projects.

Writing

Overall Expectations

By the end of APD3, students will:

- write narrative and expository paragraphs of increasing levels of challenge and complexity, based on personal experiences and topics of personal interest;
- communicate ideas and information for a variety of purposes and audiences and at different levels of formality (e.g., in a friendly letter, business letter, advice column, report, critique);
- correctly write simple, compound, and complex sentences;
- produce writing that is structurally and grammatically acceptable for this level;
- use reference material to revise written work independently and collaboratively, focusing on conventions of standard written English, word choice, sentence structure, and coherence;
- apply computer skills to enhance and produce final drafts of written work.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will use the conventions of standard written English with some consistency, correctly spell words suited to their level, and use word processing software to enhance visual appeal of written work.

By the end of APD3, students will:

Forms and Techniques

– convey ideas, opinions, and observations in different forms (e.g., advice column, friendly letter, business letter, report), demonstrating awareness of audience and context;

– create original narrative texts and demonstrate understanding of compositional elements (e.g., develop a simple plot line, introduce some characters, establish setting, integrate elements of conflict, use flashbacks and foreshadowing);

– write complex sentences, integrating subordinating conjunctions and relative pronouns effectively;

– use transitional words (e.g., *furthermore, thus, therefore*) to link sentences and paragraphs;

– apply different strategies to generate ideas for expository and narrative texts (e.g., explore print and electronic resources, consult peers, brainstorm);

– adapt ideas, information, and techniques used by others in oral presentations to improve the quality of their own writing (e.g., word choice, sentence types, clarity of ideas);

– use appropriate organizational patterns (e.g., appropriate paragraphing, key ideas and supporting details, cause and effect) to write expository texts;

– revise written work independently and collaboratively, using a variety of sources (e.g., teacher and peer feedback, dictionaries, thesauri, spell-check software) and focusing on conventions of standard written English (e.g., spelling, grammar, punctuation), proper word choice (e.g., descriptive adjectives, action verbs, synonyms), sentence structure, and coherence;

- integrate models from reading experiences (e.g., different types of letters, reports, critiques) into their writing assignments;

Use of Conventions

- apply punctuation conventions in simple, compound, and complex sentences;
- use complex punctuation (e.g., colon, apostrophe, hyphen);
- use commas accurately to emphasize ideas (e.g., *Charles walked out, tears streaming down his face, and never looked back*), to separate an introductory phrase from the main part of the sentence (e.g., *When the bell rang at the end of the school day, everyone raced to their lockers*), and to set off phrases and clauses in a series (e.g., *We searched under the rug, behind the curtain, and in the desk drawers*);
- identify all parts of speech (i.e., noun, pronoun, verb, article, adjective, adverb, preposition, conjunction, and interjection) and explain how they relate to one another;
- correctly use the following pronouns to improve sentence structure: indefinite (e.g., *all, everyone, few*), relative (e.g., *who, which, that*), reciprocal (e.g., *each other, one another*), and reflexive (e.g., *myself, ourselves*);
- use the comparative and superlative forms of adjectives (e.g., *happy, happier, happiest*) and adverbs (e.g., *fast, faster, fastest*) to increase effectiveness in writing;
- demonstrate an understanding of the grammatical functions of nouns and pronouns as subjects, direct objects, and indirect objects;
- consolidate knowledge of present, past, and future tenses in the indicative and progressive modes for most regular and some irregular verbs;
- correctly use the present, past, and future tenses of verbs in the perfect mode (e.g., *has/have seen, had seen, shall/will have seen*) to facilitate expression;

Spelling

- identify and apply spelling conventions and patterns (e.g., some verbs that end with a consonant double the consonant before adding *-ed* or *-ing*) and demonstrate knowledge of exceptions (e.g., the *i* before *e* rule does not apply to *weird*);
- correctly spell words identified by the teacher;
- use appropriate strategies (e.g., syllabication, structural analysis, spelling patterns) to edit and proofread written work;
- demonstrate awareness of the differences and similarities in the spelling of similar English and French words (e.g., *biography/biographie, address/adresse, marriage/mariage*), and spell these words correctly;

Visual Presentation

- select and use format that is appropriate for the purpose of writing (e.g., advice column, friendly letter, business letter, report, descriptive text, narrative text, expository text);
- use bolding or underlining for titles of books, movies, and magazines, and italics or underlining for foreign words and emphasized words or phrases;
- use different sizes and styles of fonts or printing and cursive writing appropriately for specific purposes;
- combine print and visuals (e.g., graphs, charts, diagrams) in reports on topics of personal interest.

Social Skills and Cultural Awareness

Overall Expectations

By the end of APD3, students will:

- participate in a wide range of class activities and special events in their community for a variety of purposes (e.g., to develop a sense of belonging and pride, to learn cooperation, to create opportunities for self-discovery, to pursue common goals with others);
- describe a variety of anglophone cultural references (e.g., in literature, the arts, media, political and social institutions).

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will interact with other students through classroom activities, explore community resources, and communicate their understanding of important aspects of Canadian anglophone life.

By the end of APD3, students will:

- use English appropriately to explore diverse areas of interest, to participate in various classroom activities (e.g., role playing), to interact with others, and to express ideas and opinions about a variety of topics;
- explore a variety of sources (e.g., newspapers, community centres, television, radio) to communicate information about special events in the community to classmates;
- explain why competency in the English language is important for future career opportunities;
- demonstrate courtesy, open-mindedness, and flexibility when participating in classroom activities (e.g., listen to other students' points of view, offer constructive feedback, negotiate);
- vary level of language according to purpose (e.g., to entertain, inform, inquire, persuade), audience (e.g., younger students, adult audience), and context (e.g., formal, informal);

Cultural Awareness

- describe the ideas, values, and opinions apparent in anglophone Canadian cultures in their community and other anglophone cultures;
- identify anglophone cultural references (e.g., historical, social, artistic, political) in literary, informational, and media texts (e.g., poems, stories, newspaper and magazine articles, television, film) by sharing personal experiences in group discussions;
- describe the contributions of well-known Canadian anglophone writers, artists, and musicians;
- communicate information (e.g., family roles and relationships, historical background, naming practices, celebrations) about anglophone cultures in a variety of ways (e.g., news reports, opinion pieces, oral presentations).

Anglais pour débutants 4 (EANDO)

This course prepares students to integrate into regular English courses, to use English with greater accuracy in written and oral assignments, and to become more independent learners. It focuses on reading, writing, and oral presentation skills. Activities include teacher-guided and independent reading of a wide variety of literary, informational, and media texts; responding to reading material in informal discussions; preparing formal oral presentations; writing descriptive, narrative, and expository paragraphs, essay-type answers, free verse, narrative poems, and news reports; and using resource material to complete teacher-guided research projects.

Oral Communication

Overall Expectations

By the end of APD4, students will:

- demonstrate an understanding of English spoken in different contexts and for a variety of purposes (e.g., to acquire new vocabulary, to gain greater insight into a topic, to share ideas);
- listen actively to others' oral presentations and provide appropriate feedback (e.g., constructive criticism);
- communicate for specific purposes and to specific audiences in a variety of forms (e.g., free verse, diamanté poem, news report, formal presentation on a literary or media work) and using appropriate vocabulary;
- participate in discussions and express opinions on a wide range of topics and current issues;
- select and use English vocabulary, expressions, and levels of language that are appropriate to a given purpose, audience, and context.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will demonstrate greater competence than in APD3 in extracting and assessing information from spoken English, and will communicate ideas and opinions confidently and clearly in a variety of academic and everyday settings.

By the end of APD4, students will:

Listening

- acquire new vocabulary and expressions, including idioms, by listening to a variety of oral communications;
- demonstrate the ability to acquire new perspectives on people, places, and current issues from listening to different forms of oral communication (e.g., formal presentations; informal discussions; readings of newspaper articles, poetry, reports, and opinion pieces);
- acquire information from and identify main and supporting ideas in oral presentations;
- demonstrate understanding of information in oral presentations by questioning and reformulating the main ideas;
- follow complex oral instructions to perform school-related tasks;
- take notes that accurately reflect the ideas and information in oral communications;
- express their opinions about social issues (e.g., integration, discrimination, equality) and presentations on a variety of topics (e.g., careers, human rights, politics, Franco-Ontarians in a minority situation), after listening to discussions on these issues and topics;

Speaking

- speak effectively in various contexts (e.g., formal presentations, informal discussions, group work) about own personal experiences and prior knowledge;
- ask and respond to questions to clarify information and confirm understanding;
- contribute positively to class discussions by sharing opinions and ideas;

- use vocabulary acquired through listening activities (e.g., formal presentations, independent readings, class discussions) for a variety of purposes (e.g., to argue, to persuade, to inform, to explore, to reflect, to entertain);
- select and use appropriate vocabulary and figures of speech in discussions and oral presentations, according to purpose (e.g., to create an impact), audience, context, and setting;
- speak with confidence and skill in discussions about literature, using appropriate vocabulary;
- discuss compositional elements of fiction (e.g., plot, character, setting, theme, conflict) and make connections between them (e.g., influence of setting on plot);
- express ideas and opinions clearly and concisely in response to a variety of oral presentations;
- select and use formal or informal levels of language according to context (e.g., school, workplace, social situation);
- identify colloquialisms and levels of language (e.g., slang, formal language), and the specific purpose, audience, and context in which they are appropriate;
- read aloud a variety of written work (e.g., prose, poetry), using proper pronunciation, intonation, and volume;

Communication Skills

- present ideas convincingly by selecting appropriate introductory remarks, sequences, transitions, and closing comments in oral presentations;
- use the three main verb tenses (present, past, and future) in the indicative, progressive, and perfect modes in discussions and presentations;
- prepare an oral reading of prose or poetry, focusing on content, pronunciation, and intonation;
- refine own presentation techniques by listening to a variety of oral communications (e.g., poetry readings, news reports, debates on television or radio), and respond constructively to the presentations of others;
- seek ideas of group members and others (e.g., teacher, parents, other students) and integrate these into the preparation of own presentations and productions;
- revise and rehearse material before making a presentation (e.g., practise varying intonation, tone of voice, and gestures to create an effect);
- use a variety of resources (e.g., CD-ROMs, the Internet), technical equipment (e.g., tape recorder), and techniques (e.g., superimposition of sounds and voices on an audio cassette) to complement oral presentations;

Media Communication Skills

- view and listen to a range of media texts (e.g., advertisements, news broadcasts, television programs), identifying messages, levels of language, and target audiences and evaluating their potential impact;
- identify the presentation techniques (e.g., structure, colour) used to help the audience grasp the message, theme, or main point of, and maintain its interest in, a media production (e.g., newspaper article, video);
- analyse, assess, and produce a variety of simple media works (e.g., newspaper article, radio script), respecting the characteristics of the chosen form.

Reading

Overall Expectations

By the end of APD4, students will:

- read literary and informational texts in English for a variety of purposes (e.g., personal interest, relaxation, research, vocabulary acquisition);
- identify and explain the defining characteristics of a variety of English texts in print and electronic form (e.g., free verse, narrative poem, short story, novel, play, newspaper and magazine articles);
- read independently and locate information efficiently, using a variety of reading strategies;
- compare and contrast the structures and characteristics of various literary genres;
- read critically and respond to ideas in, answer challenging questions about, and justify opinions about texts read.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will continue to apply reading strategies and textual cues to comprehend a variety of literary, information, and media texts, expand their vocabulary through the use of different strategies, and recognize and appreciate characteristics of good writing.

By the end of APD4, students will:

Reading Comprehension

- read a variety of genres (e.g., free verse, narrative poem, short story, novel, play, newspaper and magazine articles) from diverse cultural traditions to enhance their appreciation of literature;
- explain basic compositional elements of fiction (e.g., plot, character, setting, theme, conflict, point of view);
- apply comprehension strategies (e.g., ask questions, make notes, paraphrase and summarize ideas) according to the purpose and type of text;
- adopt different reading strategies (e.g., scanning, skimming) to retrieve information;
- use textual cues (e.g., structure of literary and media texts) and literary/stylistic devices (e.g., irony, flashback, foreshadowing) to interpret texts;
- differentiate forms of fiction and non-fiction (e.g., play, short story, biography, autobiography), defining their characteristics;
- respond to a variety of texts by answering questions that require different skills (e.g., the abilities to locate information, predict, interpret, speculate);
- express responses (e.g., in response journals, discussions) to reading material and, following discussion and reflection, consider alternative interpretations;
- identify a wide range of literary/stylistic devices (e.g., figures of speech, irony, flashback, foreshadowing) in written material;

Vocabulary Acquisition and Pronunciation

- apply knowledge of word origins and derivations to determine pronunciation;
- expand their bank of sight words from readings and integrate newly learned words and expressions into both oral presentations and written assignments;
- use a variety of strategies (e.g., context and word-analysis clues, knowledge of French vocabulary) to determine the meaning of unfamiliar vocabulary;

- adopt additional strategies (e.g., use syntactic and semantic cues, compare familiar and unfamiliar words with their French equivalents) to extend vocabulary;
- use reference texts (e.g., print and electronic dictionaries, secondary sources) to locate specific information and to verify meanings of unfamiliar words;
- read English aloud, varying intonation, pace, and volume according to material, purpose, and audience;

Critical Thinking and Response

- analyse and make connections among personal experiences, prior knowledge, and reading materials;
- make connections between elements of fiction (e.g., influence of setting on plot);
- explain and justify preferences for various literary genres;
- identify a writer's perspective (e.g., interests, beliefs, values) and discuss their opinions of the writer's views;
- recognize and respond to bias, stereotypes, and prejudice in literary and informational texts;
- respond critically to the choices and motives of characters in literary and media texts (e.g., compare the choices and motives of the characters with their own, and express any insights they have acquired into their own choices and motives and those of others);
- ask questions for clarification about the use of literary/stylistic devices (e.g., figures of speech, irony, flashback, foreshadowing);
- explain how imagery, figures of speech (e.g., simile, metaphor, personification), and symbols create tone and mood in texts (e.g., free verse, narrative poems);
- identify language and imagery in literary and media texts that contribute to mood and appeal to emotions;
- effectively use a variety of resources to research a specific topic.

Writing

Overall Expectations

By the end of APD4, students will:

- write a variety of texts for different purposes (e.g., free verse, narrative poems, news reports, research reports, essay-type answers, journal responses);
- write with confidence in different contexts (e.g., explore personal response to reading material, reflect on issues raised in listening activities, take a stand, complete a creative assignment, report research);
- write coherent descriptive and expository paragraphs, using sound paragraph structure, appropriate transitional words, and proper word choice, and applying language conventions appropriately and accurately;
- apply a staged writing process (e.g., generate ideas, draft, revise, edit, and proofread) to further develop their expertise as writers;
- use reference material to revise written work independently and collaboratively, choosing appropriate levels of language, improving use of language conventions, and enhancing clarity.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will use conventions of standard written English with greater consistency than in APD3, correctly spell words suited to their level, and continue to produce original written texts that combine print and visuals.

By the end of APD4, students will:

Forms and Techniques

– convey ideas, opinions, and observations in different forms (e.g., news reports, research report, essay-type answers, and journal responses), demonstrating awareness of audience and context;

– express thoughts, ideas, and opinions about print and media texts in terms of personal experiences;

– create original texts (e.g., poems, short stories, scripts for short plays, posters combining print and art), demonstrating understanding of literary/stylistic devices (e.g., by creating tone, using imagery) and compositional elements (e.g., by describing setting, choosing major and minor characters);

– write simple, compound, complex, and compound-complex sentences;

– use transitional words (e.g., *first*, *second*, *next*, *however*, *therefore*, *finally*) to indicate a series of important points and to link sentences and paragraphs;

– engage in prewriting activities (e.g., exploring print and electronic sources, brainstorming, mapping, outlining, consulting peers) to generate ideas for news reports, research reports, and essay-type answers;

– take notes to record research (e.g., highlight key information, select relevant information, record references, write comments and questions about information) prior to drafting written assignments;

- adapt models from reading experiences to the writing of news reports, research reports, and essay-type answers, using appropriate organizational patterns (e.g., opening, key ideas, supporting details, concluding paragraph);
- write and revise written work for clarity, coherence, and proper sentence structure, independently and collaboratively;
- proofread final draft, with emphasis on applying language conventions appropriately and accurately, and using dictionaries, electronic spell-check programs, and feedback from teacher and peers;

Use of Conventions

- apply punctuation conventions in simple, compound, complex, and compound-complex sentences;
- identify and use complex punctuation (e.g., quotation marks, dashes, ellipses);
- use proper punctuation throughout a text;
- identify all parts of speech and use them correctly to achieve clarity of expression and correct word order;
- identify and use transitive, intransitive, and copula verbs;
- use the comparative and superlative forms of irregular adjectives (e.g., *good, better, best*) and adverbs (e.g., *little, less, least*) to improve effectiveness in writing;
- demonstrate an understanding of the grammatical functions of gerunds (e.g., *Teaching brings many rewards*), present participles (e.g., *Catch a falling star*), and past participles (e.g., *The stolen car, parked in a vacant lot, was easily located by the police*);
- consolidate knowledge of present, past, and future tenses in the indicative, progressive, and perfect modes for all regular and most irregular verbs;
- use consistent verb tenses in writing to ensure coherence and to achieve the desired effect;

Spelling

- identify and apply spelling conventions and patterns to spell difficult and unfamiliar words;
- correctly spell words identified by the teacher;
- use appropriate strategies and resources (e.g., syllabication, structural analysis, dictionaries, electronic spell-check programs) to edit and proofread written work;
- demonstrate awareness of the differences and similarities in the spelling of similar French and English words, and spell these words correctly;

Visual Presentation

- select and use the format that is appropriate to the purpose of writing (e.g., free verse, narrative poem, news report, research report, essay-type answer);
- integrate different sizes and styles (e.g., bolding, italics) of fonts or printing, cursive writing, and underlining into written work to enhance its visual appeal;
- use relevant visual aids (e.g., chart, graph, illustration, spreadsheet) to highlight a main point or idea in a presentation.

Social Skills and Cultural Awareness

Overall Expectations

By the end of APD4, students will:

- demonstrate flexibility and autonomy as learners in a variety of learning situations;
- demonstrate awareness of the influence and impact of anglophone cultures and the way they are depicted by the media.

Specific Expectations

To meet the overall expectations, students must demonstrate the knowledge, skills, and attitudes described in the specific expectations set out below. Students will use English with confidence in a variety of learning situations, and demonstrate their awareness of the influence and impact of anglophone cultures.

By the end of APD4, students will:

Social Skills

- use English appropriately for a variety of purposes (e.g., in commenting on presentations, expressing opinions);
- use appropriate levels of language to communicate ideas, questions, and opinions about current ideas to teacher and peers;
- use a variety of school resources (e.g., computers, tutoring programs) and community resources (e.g., library, tourist bureau) in English, to enhance their competence in English and to extend classroom learning;
- contribute courteously and positively to discussions, teacher-directed group work (e.g., collaborative stories, classroom activities and tasks), and learning conditions (e.g., class atmosphere);
- demonstrate the ability to recognize, appreciate, and value differences in spoken English;

Cultural Awareness

- demonstrate an understanding of the ways francophone Canadian cultures are perceived by the anglophone communities;
- describe the impact of anglophone cultural influences, especially the influence of popular culture (e.g., in the media, their own community, the larger social environment), on different age groups (e.g., children, adolescents, adults);
- conduct research (e.g., explore newspaper and other media sources, review statistics) and present a report on a particular anglophone cultural group;
- participate in and contribute to group discussions about the way anglophone Canadian media depict anglophone Canadian cultures.

The Achievement Chart for Anglais pour débutants

The achievement chart that follows identifies four categories of knowledge and skills in Anglais pour débutants – Knowledge/Understanding, Thinking/Inquiry/Problem Solving, Communication, and Application. These categories encompass all the curriculum expectations in courses in the discipline. For each of the category statements in the left-hand column, the levels of student achievement are described. (Detailed information on the achievement levels and on assessment, evaluation, and reporting policy is provided in *Le curriculum de l'Ontario, 9e et 10e année – Planification des programmes et évaluation, 1999.*)

The achievement chart is meant to guide teachers in:

- planning instruction and learning activities that will lead to the achievement of the curriculum expectations in a course;
- planning assessment strategies that will accurately assess students' achievement of the curriculum expectations;
- selecting samples of student work that provide evidence of achievement at particular levels;
- providing descriptive feedback to students on their current achievement and suggesting strategies for improvement;
- determining, towards the end of a course, the student's most consistent level of achievement of the curriculum expectations as reflected in his or her course work;
- devising a method of final evaluation;
- assigning a final grade.

The achievement chart can guide students in:

- assessing their own learning;
- planning strategies for improvement, with the help of their teachers.

The achievement chart provides a standard province-wide method for teachers to use in assessing and evaluating their students' achievement. Teachers will be provided with materials that will assist them in improving their assessment methods and strategies and, hence, their assessment of student achievement. These materials will contain samples of student work (exemplars) that illustrate achievement at each of the levels (represented by associated percentage grade ranges). Until these materials are provided, teachers may continue to follow their current assessment and evaluation practices.

To ensure consistency in assessment and reporting across the province, the ministry will provide samples of student work that reflect achievement based on the provincial standard, and other resources based on the achievement charts. As these resources become available, teachers will begin to use the achievement charts in their assessment and evaluation practices.

To support this process, the ministry will provide the following:

- a standard provincial report card, with an accompanying guide
- course profiles
- exemplars
- curriculum and assessment videos
- training materials
- an electronic curriculum planner

When planning courses and assessment, teachers should review the required curriculum expectations and link them to the categories to which they relate. They should ensure that all the expectations are accounted for in instruction, and that achievement of the expectations is assessed within the appropriate categories. The descriptions of the levels of achievement given in the chart should be used to identify the level at which the student has achieved the expectations. Students should be given numerous and varied opportunities to demonstrate their achievement of the expectations across the four categories. Teachers may find it useful to provide students with examples of work at the different levels of achievement.

The descriptions of achievement at level 3 reflect the provincial standard for student achievement. A complete picture of overall achievement at level 3 in a course in Anglais pour débutants can be constructed by reading from top to bottom in the column of the achievement chart headed "70-79% (Level 3)".

Achievement Chart – Grades 9–10, Anglais pour débutants

Categories	50–59% (Level 1)	60–69% (Level 2)	70–79% (Level 3)	80–100% (Level 4)
Knowledge/ Understanding	**The student:**			
– knowledge of forms and conventions	– demonstrates limited knowledge of forms and conventions	– demonstrates some knowledge of forms and conventions	– demonstrates considerable knowledge of forms and conventions	– demonstrates thorough knowledge of forms and conventions
– understanding of content	– demonstrates limited understanding of content	– demonstrates some understanding of content	– demonstrates considerable understanding of content	– demonstrates thorough understanding of content
Thinking/Inquiry	**The student:**			
– critical and creative thinking skills	– uses critical and creative thinking skills with limited effectiveness	– uses critical and creative thinking skills with moderate effectiveness	– uses critical and creative thinking skills with considerable effectiveness	– uses critical and creative thinking skills with a high degree of effectiveness
– application of an inquiry process (e.g., questioning, researching, organizing, evaluating, and concluding)	– applies few of the skills and strategies of an inquiry process	– applies some of the skills and strategies of an inquiry process	– applies most of the skills and strategies of an inquiry process	– applies all or almost all of the skills and strategies of an inquiry process
Communication	**The student:**			
– communication of information and ideas	– communicates information and ideas with limited clarity	– communicates information and ideas with some clarity	– communicates information and ideas with considerable clarity	– communicates information and ideas with a high degree of clarity, and with confidence
– use of language	– uses language with limited accuracy and effectiveness	– uses language with some accuracy and effectiveness	– uses language with considerable accuracy and effectiveness	– uses language with a high degree of accuracy and effectiveness
– communication for different audiences/purposes and use of forms	– communicates with limited sense of audience/purpose using few appropriate forms	– communicates with some sense of audience/purpose using some appropriate forms	– communicates with a clear sense of audience and purpose using appropriate forms	– communicates with a strong sense of audience and purpose using appropriate forms
Application	**The student:**			
– application of knowledge and skills in familiar contexts	– applies knowledge and skills in familiar contexts with limited effectiveness	– applies knowledge and skills in familiar contexts with moderate effectiveness	– applies knowledge and skills in familiar contexts with considerable effectiveness	– applies all or almost all knowledge and skills in familiar contexts with a high degree of effectiveness
– use of the language in new contexts	– demonstrates limited ability in using the language in new contexts	– demonstrates some ability in using the language in new contexts	– demonstrates considerable ability in using the language in new contexts	– demonstrates a high degree of ability and confidence in using the language in new contexts
– making connections (e.g., between personal experiences and the subject, between and among subjects, and between the subject and the world)	– makes connections with limited effectiveness	– makes connections with moderate effectiveness	– makes connections with considerable effectiveness	– makes connections with a high degree of effectiveness

Explanatory Notes

The following definitions and examples are intended to help teachers and parents/guardians use this document. It should be noted that the examples provided are suggestions and are not meant to be exhaustive.

Acrostic poem. A relatively simple poem in which the first letter of each line spells the poem's title or theme, as in the following example:

STUDENT
S eeking knowledge,
T elling stories,
U sing strategies,
D reaming of a career,
E xploring options,
N oting progress,
T hinking about the future.

Active listening. The process of improving one's understanding of spoken communication through a variety of strategies, including asking questions for clarification, taking notes, making appropriate eye contact and using appropriate body language, and reformulating information (e.g., summarizing and paraphrasing ideas).

Advice column. A frequent feature of newspapers and magazines, wherein someone writes in seeking advice and the columnist responds. In APD, advice columns are used as writing exercises designed to teach and integrate writing skills, while encouraging students to be open-minded and seek solutions to common problems.

Alliteration. The repetition of the same initial letter in a group of words to echo the sense or sound of the things described (e.g., *The whistling wind whirled wildly*).

Analysis. A detailed examination of the parts of a text to enhance one's understanding, interpretation, and evaluation of the whole text.

Audience. The intended readers, listeners, or viewers of a particular work.

Body language. Non-verbal communication through gestures, facial expressions, and body stance or movement.

Book-cover copy. The written material on a book cover or jacket, including the book's title, author and/or editor, publisher, summary of the book's contents, and favourable comments about the book or author by reviewers.

Characteristics. The typical or defining features of a text, including the aspects of form and content that are particular to a **genre** and that reveal an author's purpose or intention. Examples are the climactic order in a narrative story; the return address, date, salutation, and closing of a business letter; the slogan, corporate logo, and visual images of an advertisement.

Clause. A group of words containing at least a subject and a verb.

Clause, independent. A group of words that expresses a complete thought. It can stand alone as a **simple sentence** or be accompanied by other clauses to form other sentence types.

Clause, subordinate. A group of words that does not express a complete thought. It cannot stand alone as a sentence; it must be connected to an independent clause. The three types of subordinate clauses are: noun clause (e.g., *Why Felicia called remains a mystery*), adjective clause (e.g., *The gentleman who called yesterday is interested in the job*), and adverb clause (e.g., *The team won the gold medal because each member performed brilliantly*).

Coherence. A logical connection among parts of a text. A paragraph is coherent if all of its sentences are connected logically so that they are easy to follow.

Colloquialism. A word or an expression used in everyday conversation but not in formal language (e.g., *Gimme a break!*).

Compositional elements. Form (structure), plot, character, setting, theme, atmosphere, point of view.

Conjunction, coordinate. A word that connects words, phrases, and clauses that are of similar rank. The acronym FANBOYS is useful as a reminder of the seven coordinate conjunctions: *for, and, nor, but, or, yet,* and *so.*

Conjunction, subordinate. A subordinate conjunction is a connecting word that shows the relationship between a subordinate clause and the clause it modifies (e.g., *After Charles finished writing the report, he filed it*).

Conventions. Accepted practices or rules. Conventions in written and spoken language include spelling, grammar, syntax, and punctuation. Some conventions of writing help convey meaning (e.g., punctuation, capital letters) and others aid in the presentation of content (e.g., tables of contents, titles, headings, charts, captions, indices).

Conversational gambit. A technique or expression used by speakers to start, maintain, or end a conversation (e.g., *Do you have a minute? Really? Nice talking to you*).

Critical thinking. The process of thinking through ideas or situations in order to understand them fully, identify their implications, and make a judgement about what is sensible or reasonable to believe or do. Students think critically when they solve problems, make decisions, analyse an issue, make an inquiry, or reflect on what they have learned. Some aspects of thinking critically are questioning, hypothesizing, interpreting, inferring, analysing, comparing, contrasting, evaluating, predicting, reasoning, distinguishing between alternatives, making and supporting judgements, synthesizing, elaborating on ideas, identifying values and issues, detecting bias, and detecting implied as well as explicit meanings.

Cue, graphemic. The relationship between sounds and the written symbols (letters) of language.

Cue, non-verbal. An aspect of spoken or unspoken communication that conveys meaning without the use of words, such as facial expressions, gestures, and body language.

Cue, semantic. The relationship among words in a phrase or a sentence that conveys meaning. A reader needs to know the meaning of at least some of the words and have some knowledge of the subject material to understand the text.

Cue, syntactic. A group of words or a use of punctuation that conveys meaning because of its grammatical arrangement in the sentence that contains it. See also **Syntax**.

Cue, textual. Information given directly or indirectly in a written text that enables the reader to understand the stated or implied meaning. Examples are: prefixes and suffixes; word origins; graphics; punctuation; transitional devices; organizational features such as structure, tables of contents, and headings.

Cue, verbal (oral language). An aspect of spoken language that conveys meaning. Examples are: types of words (e.g., nouns, verbs, linking words, modifiers); prefixes and suffixes; indicators of plurality; verb tenses; sound patterns (e.g., rhyme); pauses; pace; tone of voice (e.g., pitch, volume).

Cultural awareness. Knowledge of and sensitivity to the cultural norms, customs, and behavioural expectations of a particular cultural group.

Diamanté. A structured poem consisting of seven lines. The finished product is in a diamond shape. Usually, the thought begins to change halfway through line four and the last line is in contrast to the first. One form of diamanté is as follows:

line 1 - one word to name the topic
line 2 - two words to describe the topic
line 3 - three words (usually verb forms ending in *ed* or *ing*)
line 4 - four words (usually verbs) related to the subject
line 5 - three words (similar to line 3) related to the last line
line 6 - two words to describe the last line
line 7 - one word (usually a contrast to line 1)

The following is an example:

Caterpillar
Soft, silky
Creeping, crawling, wriggling
Eating, growing, spinning, changing
Emerging, fluttering, flying
Bright, winged
Butterfly

Editing. In writing, the revision of wording, content, and structure to eliminate awkward phrasing and improve the organization of ideas, and the correction of spelling, grammar, and punctuation, all to ensure that the writing is clear, coherent, and correct. See also **Proofreading**, **Writing as a process**, and **Writing skills**.

Essay-type answer. A written response that should include the following components: a topic sentence or introduction; development (body) sentences or paragraphs, including a quote, relevant supporting details, or justification of an opinion; and a conclusion. Essay-type answers usually apply to questions about literature.

Expository text. A form of written text whose main purpose is to explain or present ideas and details on a specific topic. Examples are: formal and informal essay, newspaper article, research paper, instructions, documentary.

Fiction. Literature, especially novels and short stories, that describe imaginary events and people. See also **Non-fiction**.

Figure of speech. A literary device in which a name or quality is attributed to something to which it is not literally applicable. Examples are: metaphor, simile, personification. Also referred to as *figurative language*.

Foreshadowing. A literary/stylistic device in which an author provides an indication of future events in the plot.

Format. The particular form in which a text or an idea is presented. Examples are: letter, poem, report. Also, the arrangement of text on a page so that it is clear and aesthetically pleasing.

Free verse. Poetry that does not follow strictly the usual conventions of verse such as metre or rhyme, but uses recurring phrases and images or the natural rhythm of speech to create a measurable cadence or pattern.

Genre. The category into which a literary work is grouped. Examples are: novel, short story, essay, poem, drama. See also **Literary texts**.

Gerund. An *-ing* form of a verb that acts as a noun. Examples are: *Hunting for rabbits is my dog's favourite activity; My father likes eating fish.* The underlined words are gerunds.

Guided reading. A process in which the teacher guides students through a text, using a series of structured activities before, during, and after reading.

Haiku. A Japanese verse form that traditionally concentrates on a single image of nature. It consists of three unrhymed lines with five syllables in each of the first and third lines and seven in the second. The following are examples:

The grey, winter sky,
Missing its summer colour,
Adds to sullen moods.

Brightly coloured leaves,
Waltzing in the autumn breeze,
Nature's best dancers.

Heading. The title of a piece of writing or of a section of a piece of writing (subheading).

Imagery. Descriptive vocabulary and figures of speech that appeal to the senses of sight, touch, sound, taste, and smell.

Informational texts. Texts that provide practical information. Examples are: newspaper/magazine article, editorial, report, pamphlet, brochure, manual, review, interview, résumé, reference book (dictionary, encyclopedia), database, World Wide Web, television news report, documentary.

Irony. A humorous or sarcastic use of language to say one thing while meaning or implying another.

Journal. A record of events and one's responses to these events. Students are required to keep **response** journals in which they record their responses to texts, presentations, and other learning experiences.

Level of language. Language that is appropriate to a specific purpose, audience, or situation. Level of language is determined by the degree of formality in which an event occurs, the relationship among the individuals involved in the communication, the purpose of the interaction, and the literacy of the readers or audience. Formally referred to as *register*.

Listening and speaking skills. Examples of listening skills are: paying attention to the speaker or performer; following directions and instructions; recalling ideas accurately; judging

when it is appropriate to speak or ask questions; allowing others a turn to speak. Examples of speaking skills are: speaking clearly and coherently; asking questions to clarify meaning; responding appropriately to thoughts expressed; responding with consideration to others' feelings; using and interpreting facial expressions, gestures, and body language appropriately.

Literary (or stylistic) device. A particular pattern of words, figure of speech, or technique used in literature to produce a specific effect. Examples are: alliteration, comparison, contrast, hyperbole, metaphor, onomatopoeia, personification, pun, simile.

Literary texts. Texts that have an artistic purpose. Examples are: story, short story, adventure story, detective story, myth, legend, folk tale, novel, mystery novel, historical novel, science-fiction novel, narrative poem.

Mechanics of spoken English. Pronunciation and other vocal techniques that help convey meaning. Examples are: articulation, inflection, intonation, modulation, pace, pitch, projection, and volume.

Media texts. Examples are: newspaper, magazine, brochure, editorial, advertisement, television or radio drama, situation comedy, news report, sports program, nature program, travelogue, cartoon, documentary, commercial, interview, film, video, interactive software, CD-ROM, website.

Metaphor. A literary/stylistic device in which a name or quality is attributed to something to which it does not literally apply. One thing is likened to another or referred to as if it were that other thing, but without using the words *like* or *as* (e.g., *The train snaked its way up the valley; He had nerves of steel*).

Narrative text. A text that recounts events or tells a story, such as a short story or a novel. Plays and poems that focus on plot and action can also be narratives. Some genres of narrative texts are: adventure novel, ballad, comedy.

Non-fiction. Literary works other than fiction. Examples are: diary, journal, essay, report, article, autobiography, biography, reference book. Some non-fiction works are also **informational texts**.

Novel. An invented prose narrative of some length and complexity that deals especially with human experience, usually through a connected sequence of events (e.g., *Underground to Canada*).

Onomatopoeia. The formation and use of words which, through their own sound, imitate or suggest the sound of what they describe (e.g., *mcow*, *buzz*, *splash*).

Oral presentation as a process. Developing and delivering an oral presentation by following a process, independently or collaboratively, that comprises several stages: generating ideas (e.g., through discussions, brainstorming); planning (e.g., preparing an outline, selecting an appropriate method of delivery); reviewing material (to ensure it is organized logically and functions as a unified whole, and that the form of delivery chosen is appropriate); rehearsing (e.g., into a tape recorder, in front of a mirror, in front of family or friends), evaluating feedback from anyone who has witnessed the rehearsal, and making changes where necessary; delivering the presentation (interacting appropriately with the audience and capturing and maintaining audience interest); and reflecting on and evaluating one's own performance and constructive feedback from the audience.

Organizational pattern. The way a text is structured to convey meaning (e.g., presenting key ideas and then supporting details; describing the cause of an event and then its effect; inserting headings and subheadings; using short paragraphs to maintain a reader's interest).

Part of speech. The grammatical or semantic category to which a word is assigned. Examples are: noun, verb, pronoun, adjective, adverb, preposition, conjunction. Some words can be used as different parts of speech; for example, as a noun and a verb (e.g., *His cut healed/She cut her hand*).

Participle. A form of verb that is used as an adjective. Most participles end in *-ing* (present participle) or *-ed* (past participle). Examples are: *Walking into the room, she bumped into a chair; Seated in the first row, he had an excellent view of the play*. The underlined words are participles.

Personal experience story. A text based on a student's prior life-experiences.

Personification. A literary device that treats an abstract quality (like justice or honour) as if it were human (e.g., *Hope had grown grey hairs*). It is also used to endow inanimate objects with human qualities (e.g., *The kettle sang merrily*).

Perspective. A specific point of view about things, people, or events, based on the holder's relationship to the things, people, or events. The main character in a story may have one perspective, but the reader may have a different perspective.

Plot (story line). The plan of action of a play, short story, novel, etc.

Point of view. An opinion or a position. In literature, the position of the narrator in relation to the story and audience (e.g., first- or third-person, limited or omniscient, multiple narrators).

Popular culture. The values, messages, and attitudes transmitted through the mass media (newspapers, magazines, radio, television, advertising, Internet) and which have potential, because of their pervasiveness, to influence individual and social behaviour.

Prejudice. A preconceived opinion.

Print and electronic resources. Materials in print or electronic media, including reference materials. Examples are: books (literary and informational texts), newspapers, magazines, encyclopedias, reports, television programs, videos, CD-ROMs, computer graphics programs, word processing programs, models for writing (e.g., stories, reports), databases, dictionaries, thesauri, spell-check programs.

Prior knowledge. The background experiences and knowledge that a student brings to classroom learning. Teachers introduce new learning by building on prior knowledge. Since students come to school with a wide variety of prior knowledge, teachers need to be aware of their students' backgrounds in planning lessons.

Proofreading. The careful reading of a final draft of written work to eliminate any remaining typographic errors and to correct any remaining errors in grammar, usage, spelling, and punctuation. See also **Editing**.

Purpose of listening. Some purposes of listening are: to obtain information and exchange ideas; to identify issues; to understand others; to learn a new language.

Purpose of reading. Some purposes of reading are: to gather information; to make connections between prior knowledge and what is read; to develop opinions; to broaden understanding of other people and cultures; to clarify a point of view; to entertain oneself.

Purpose of speaking. Some purposes of speaking are: to express ideas; to give or request information; to tell stories; to describe and explain; to respond to others; to improve one's ability to speak another language.

Purpose of a work. The reason for communicating. Examples of the purpose of writing, speaking, or presenting are: to inform, to describe, to explain, to provide instructions, to entertain, to clarify, to make connections, to promote, to persuade. Examples of the purpose of reading, listening, or viewing are: to inquire, to be entertained, to understand, to seek information, to critique or evaluate.

Purpose of writing. Some purposes of writing are: to explore ideas and experiences; to examine ideas critically; to inform, describe, and explain; to provide instructions; to record thoughts and experiences; to clarify and develop ideas; to inquire into a problem; to entertain; to persuade; to express thoughts, feelings, and opinions.

Reading strategies. Methods used in reading to determine the meaning of a text. Examples are: rereading; substituting an appropriate familiar word for an unfamiliar one; using root words to determine meaning of unfamiliar words; using previous knowledge to predict content and determine meaning; using information from the context to determine meaning; predicting the use of specific words from the context; making inferences; predicting outcomes; confirming or revising predictions; adjusting speed of reading; using graphic organizers (e.g., diagrams, story maps); skimming text to obtain the general idea or to determine purpose or difficulty of the text; scanning text to locate a specific idea or fact; recording key points and organizing them in a sequence; monitoring comprehension.

Research report. An oral or written presentation that uses a specific format to convey a straightforward and accessible analysis of information and ideas collected from print and electronic resources.

Response journal. A journal in which a student writes his or her thoughts, opinions, and questions about material that has been listened to, read, or discussed.

Revising. See **Editing**.

Scanning. A reading strategy that consists of examining a text to locate a specific detail or fact.

Sentence pattern. The grammatical pattern of a sentence, involving such elements as word order, the use of auxiliary verbs to form questions and negatives (e.g., *Can you speak English?; I don't eat hot dogs*) and to form certain tenses, and the use of prepositions, articles, prefixes, and suffixes.

Sentence structure. The syntactic organization of a sentence. The order of words in a sentence reflects the author's intent (e.g., exclamatory sentence, interrogative sentence, declarative sentence, imperative sentence) and can vary for emphasis, clarity, and effect.

Sentence types. Sentences can be categorized according to the types of clauses they contain or the information they convey.

Complex sentence. A sentence containing one independent clause and one or more subordinate clauses (e.g., *When the orchestra began to play the national anthem, we knew the athletes were entering the stadium*).

Compound sentence. A sentence containing two or more independent clauses (e.g., *Marie was well-liked by her colleagues; they planted a tree in her memory*).

Compound-complex sentence. A sentence containing two independent clauses and one or more subordinate clauses (e.g., *School is a place where people learn and grow, and the opportunities are endless for those who take it seriously*). The subordinate clause is underlined.

Simple sentence. A sentence containing one subject and one verb (e.g., *We played soccer today*).

Setting. The time, place, environment, and atmosphere of an event, short story, play, novel, etc.

Sight words. Words easily recognized and understood because they appear frequently in the environment (e.g., *stop*).

Skimming. A reading strategy that consists of reading quickly to obtain the general idea of a text, or to determine the purpose or difficulty of a text.

Social skills. The ability to function appropriately and with ease in a particular social context.

Spelling pattern. A recurring arrangement of letters that helps a writer predict the spelling of words that contain similar sounds; for example, *i* before *e* except after *c* as in *receive, deceive*.

Standard English usage. The broadly accepted conventions of the English language. Canadian English tends to follow British practice, while admitting some Americanisms. Colloquialisms and slang are not standard usage, but are acceptable in the appropriate context.

Stereotype. A person or thing that conforms to an unjustifiably fixed mental picture.

Stylistic device. See **Literary (or stylistic) device**.

Symbol. Something that stands for or represents an abstract idea.

Syntax. The grammatical structures in which words are arranged to show their relationship to one another; for example, in phrases, clauses, and sentences.

Technique. The method (device) used to produce a particular effect in a written text, an oral and/or visual presentation, or a media production. See also **Literary (or stylistic) device**.

Text. A spoken, written, or media work that communicates meaning to an audience. See **Informational texts**, **Literary texts**, and **Media texts**.

Theme. The main or dominating idea or implied message in a text.

Tone. A manner of speaking or writing that reveals the speaker's or author's attitude towards a subject and/or an audience.

Transitional device. A writing strategy that enhances coherence and unity. Examples are: an adverb or phrase that indicates a logical connection between two sentences, ideas, or paragraphs (e.g., the conjunctive adverb *however* between two independent clauses, numerical adverbs such as *first* and *second*); repetition of a key idea.

Unity. The wholeness of a work, achieved when the details of the work clearly and coherently relate directly to the controlling idea of the work.

Writing as a process. Producing a polished piece of writing by following a process that comprises several stages, which may spiral back on one another as the process unfolds. The main stages of the writing process are: generating ideas; choosing a form of writing to suit the topic, purpose, and audience; developing a plan for writing; organizing ideas; writing drafts; revising, editing, and proofreading; and producing a final draft.

Writing skills. The skills needed to produce clear and effective writing. Writing skills include: choosing a form appropriate to the purpose for writing; identifying the level of language appropriate to the purpose for writing and the audience being addressed; organizing and developing ideas logically and coherently; choosing words, phrases, and structures that are both appropriate for the context and effective in conveying the message; using language structures and patterns correctly; attending to point of view, voice, style, and tone; revising, editing, and proofreading to improve the development and organization of ideas, to improve style, and to correct errors in grammar, spelling, and punctuation; and formatting the final copy for production/publication.

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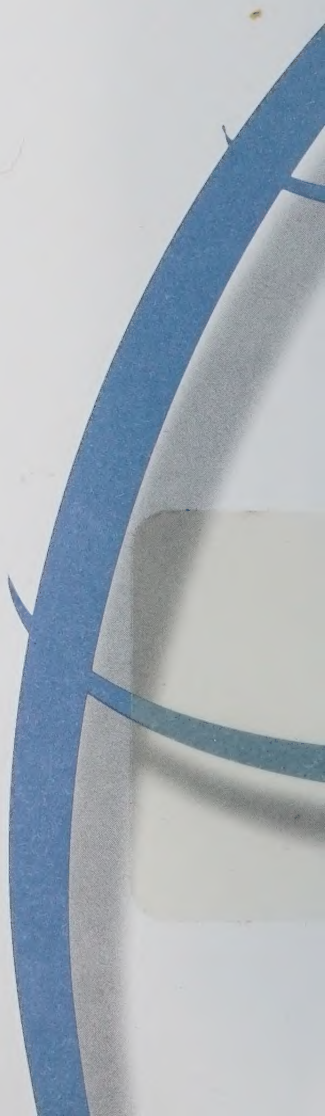

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